|  |  |  |  |
| --- | --- | --- | --- |
| **PRE-PLANNING: KNOW, SO, SHOWs** | **Learning Target(s)**  What will your students be able to do?  | **Relevant objectives** | |
| SWBAT **to evaluate the causes and effects of immigration throughout u.s. history.** | 5.1.4.e Describe the experiences of minorities in the west, such as extended rights for African Americans, the mistreatment of Chinese and Irish immigrants, and the extension of political and legal rights to women. **(immigration, women’s rights, African-American rights)**  5.1.3.c Evaluate the government and public response to immigrants as a result of industrialization, such as nativism, the Americanization Movement, and immigration restrictions. **(Immigration, Americanization, nativism, Chinese Exclusionary Act, settlement houses, Jane Addams)**  5.2.2.d Analyze the impact of United States foreign policy in East Asia such as the Open Door Policy, and the renewal of the Chinese Exclusion Act. **(Open Door Policy, Chinese Exclusion Act, spheres of influence, Gentlemen’s Agreement)**  5.2.4.b Describe how World War I led to an increase in nativism and xenophobia in the United States, such as anti-German sentiment, anti-immigration attitudes, anti-Semitism, and the resurgence of the Ku Klux Klan. **(Nativism, xenophobia, Ku Klux Klan, Warren G. Harding, Normalcy, 1924 National Origins Act)** | |
| **ASSESSMENT / UNDERSTANDING**: What will students say or do to show that they understand**.** | **Assessment Limits** | |
|  |  | |
| **FOCUS QUESTION:** | **Materials Needed for TODAY** | |
|  | Paper, Pencils, tracking sheets warm-up sheets, | |
| **UNDERSTANDING:** What Questions can I ask to uncover student thinking? | **HOOK –** What will initially engage students in the lesson? | |
|  | * What are some push and pull factors to immigrate to the United States? | |
| **LESSON CYCLE: GO** | **OPENING. (10 min.)** | |
| What are some push and pull factors to immigrate to the United States? Today we are going to talk about immigration and finish up with what life was like for minorities in the west. | |
| **INTRODUCTION OF NEW MATERIAL. (45 min.)** | |
| Students will follow along with a powerpoint about immigration. | |
|  | |
| **GUIDED PRACTICE. (15 min.)** | |
| Students will read about the lives of various immigrant groups. In their groups students will read about their immigrant groups and then write a diary entry pretending to be someone I that immigrant group. Each diary entry should include the problems each group faced, | |
| **INDEPENDENT PRACTICE. (15 min.)** | |
| * Students will complete a picture analysis of the effects of manifest destiny and how technology played a role in westward expansion. | |
| **CLOSING. (1 mins)** | |
| Thanks for your hardwork today. | |
| **HOMEWORK:** | |
| **REINFORCEMENT** |  | | |